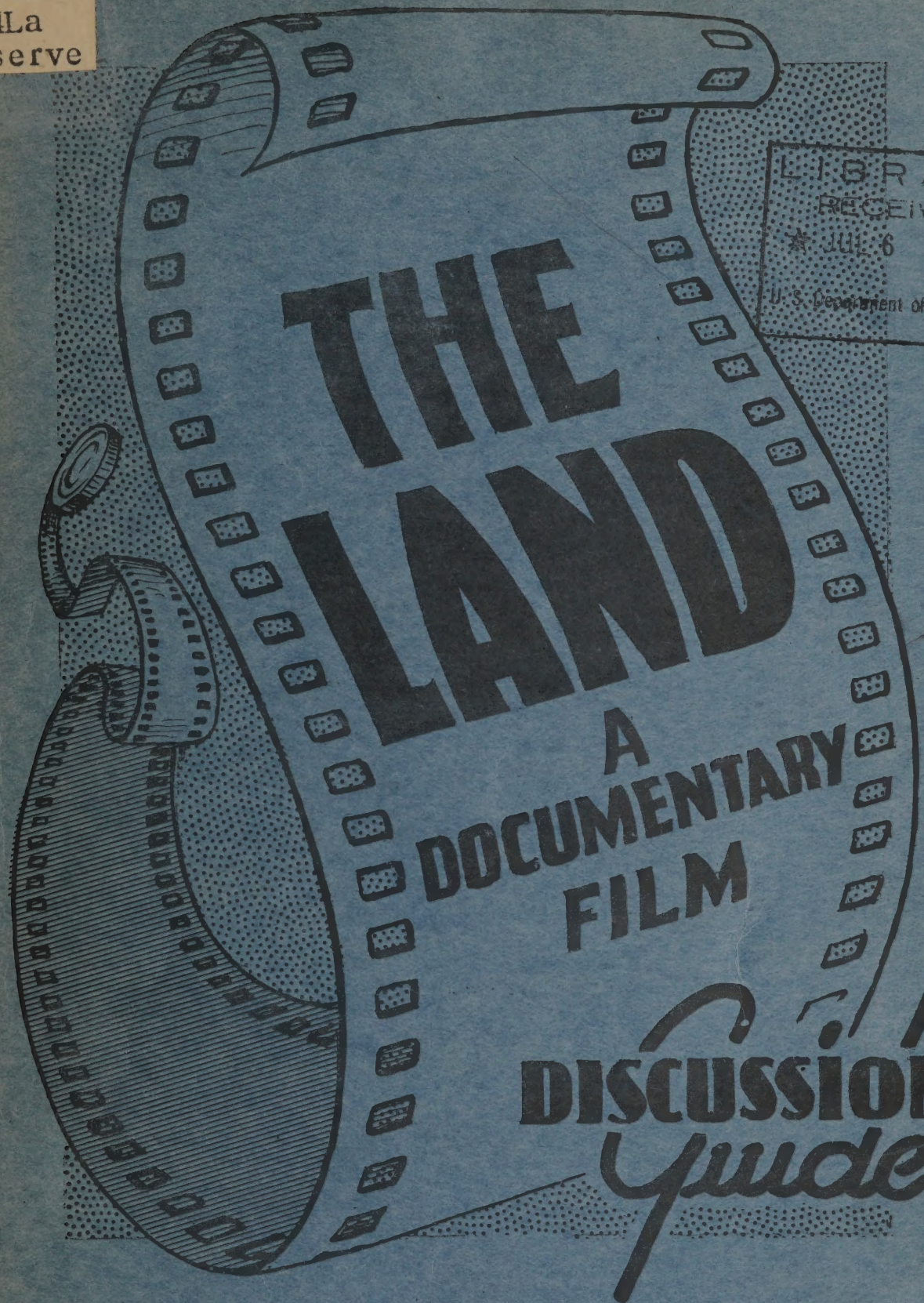


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of a
Agricultural problems were photographed
from border to border within the Nation.

THE LAND is an appraisal of what this
country is worth and its chances for continuing
to exist as a world power.

As a democracy, our great strength is in
our open-mindedness --- our courage to face things
as they really are.

Only in a democracy would such a frank,
revealing film be produced and shown.

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"THE LAND"

(One reel - 3,965 feet - 45 minutes)

Robert J. Flaherty, who produced "The Land," has made documentary films all over the world. His success in photographing people in their natural environment has received great acclaim. Frances H. Flaherty, his wife and constant collaborator, helped him guide "The Land" to completion.

THE AUDIENCE:

For adults the film can be used before church groups, labor unions, P. T. A.'s, and other community gatherings.

For young people the film is best adapted to groups of high school age and above. It could profitably be used in connection with vocational agriculture, citizenship, or social study classes.

INTRODUCTIONS:

This guide contains two possible introductory prefaces suggested for the different types of audiences. "The Land" was in no sense conceived as a war picture. However, we are in a war--in it to win--and the whole significance of the picture fits in with the objectives of fighting the war. "The Land" is a challenge to those who are interested in making democracy work for all the people. An interesting introduction which gives people an idea of what they will see and how it has a special message at the present time, will add to its enjoyment and values.

OBJECTIVES:

1. To arouse interest in and action regarding soil destruction.
2. To show what the machine age does to people and the land.
3. To indicate the need for cooperative action by farmers and others in order to make man the master of the machine.

DISCUSSION:

Try to have at least one-half hour of discussion after the picture is shown. Select a leader who has had some experience in guiding forums. Suggested questions for discussion as well as usable procedure will be found in the back of this guide.

JAN 4 - 1943

Suggested Introduction for High School Audience

REDISCOVERING AMERICA: There's a New America;
"The Land" will help you find it.

When I was in high school--and that was some years ago--practically every person who came to address us in assembly spent his time advising us how to make a success of our lives. Those notables always sounded convincing.

Today we need a different kind of success story. We have stopped thinking about individual success to think about the success of our Nation. We are in the midst of a struggle which will determine whether or not our democratic way of life is to endure. Everyone looks at himself and his country in a new light. He must not look upon himself and his efforts as a power to achieve personal success, but rather he must see these efforts directed toward the winning of the war.

One of this war's big battles is that of agricultural production. There must be enough eggs, milk, meat, fruits and vegetables for Americans to eat and to aid our allies. If we are to produce this food we must take care of the land. Our success in holding our way of life depends upon whether our soil continues to be productive. In this struggle we must realize that the source of all life is our land.

This movie --"The Land"-- will give you the factual story of what happened to this natural resource of ours -- to the people who used it unwisely, of how farmers are now taking steps to save the land for the welfare of all. Land is important--not only for its own sake--but because it makes or breaks the lives of people.

We were in the last war only 19 months, and yet farmers were barely able to get by in producing the things which were needed--by recklessly plowing up additional acres, by shooting too much of agriculture's ammunition in the first wild volley. Fortunately, we won that production gamble because it was a short war. But we paid the penalty in duststorms and floods. Mistakes in soil care were made in peacetime, too. Today, half the farm land in this country has been damaged, but if we are smart, we can repair that damage. This can be done by adding plant food to the land, by holding water in the soil, by preventing the rich earth from being dried up by the sun, blown away by the wind, or washed into the ditches and rivers into the sea.

This war can be lost right on the American farm. It can be lost by lack of efficient conservation farming this year. A blow at conservation is a blow struck for Hitler. You know we can't stop the wind from blowing, nor the rain from falling, but we can build the kind of soil which will not be ruined by wind and by rain.

The discovery of America didn't end with Columbus. Over and over again discovery comes through hardship and struggle and honor and pride. And now the job is on your shoulders. Some of the things which "The Land" tells about will not be pleasant, but it's all a part of knowing America. Just as we have heroes in battle, so too we have had heroes who have seen the importance of saving the land.

Look, then, at this story which follows.

SUGGESTED INTRODUCTION FOR ADULT AUDIENCE

You and I know that our democracy means more than the way we live. "Liberty" and "justice" and "freedom" mean something that we feel deep down inside.

I wonder if you've heard the story which Channing Pollock told recently about Richard, his handyman? It makes me feel every time I read it:

Long before Pearl Harbor, Pollock was talking with Richard and asked him if he thought that democracy works.

Richard answered:

"Nothing works when everyone wants to get and no one wants to give." Then this homespun philosopher asked his employer:

"How long do you think I would work for you if I had no interest in this job excepting the pay I get out of it?"

That story told me pretty forcefully that if democracy is "for the people" it must also be "by the people." I must remember that democracy will work for me only when I work for democracy.

War is a tragedy for you and for me and for the Nation. But new discoveries and better understanding sometimes result from such terrible events.

If, as Americans, we can realize that this war is giving us an opportunity to set free millions of our fellow humans from a hideous slavery, an opportunity to banish hunger from our land and famine from the earth, an opportunity to increase our stature as humans and our Nation's stature among nations -- an opportunity to make more full and more secure the lives of our children, we will make some good come out of the war rather than permit it to overcome us with horror.

It is not enough that wise men shall point out ways of bringing about improvement. You and I must want to do the different things necessary -- change our ways and habits and our thinking which, in turn, will bring about these changes.

In this film, "The Land," you will see the Nation's agricultural problem told from border to border. Please don't be disheartened. It takes courage and the doing away with false pride to look at things as they really are. In the last part of the film you will see pictured the story of what farmers are doing toward a solution. After the picture, I would like to have your suggestions as to the ways that you and I can help solve the problem.

We'll talk it over together after we've seen the film.

THE LAND

(Synopsis)

.....Introduction

People, earth, and trees tell a story of wastefulness and destruction in the richest country in the world. That makes it harder to understand HOW trouble has crept in. Early settlers built their houses and barns to last for centuries -- then forgot to care for the land which supports them. Grim facts begin -- showing bare and stricken land on which forests once grew. Soil loss has a definite meaning when you can see erosion at work.

.....Devastation Soils washed and blown away.
People and homes suffer, too.

Stewart Caverns, an erosion-torn area south of Columbus, Georgia, has great canyons so wide they could enclose whole farms -- so deep that they could hide a skyscraper! Water trickling off the eaves of a barn is said to have begun this destruction. Today, it has swallowed up buildings, fences, fields, and highways. "When soil fails, life fails!"

Beautiful Southern plantation houses, now abandoned, are rotting away. The once-rich land on which they stand is now cropped by worthless weeds. In one of these, a poor white family has taken refuge; in another there remains only an aged negro who lives in memories.

Westward, on the great plains, millions of tons of topsoil blow away. Whole farms are carried into the sky by wind erosion. Rivers, too, are filled as topsoil washes into their channels.

Sheet erosion also removes topsoil. Since this can't be seen it is often overlooked, but it has wasted nearly half of all the Nation's cultivated land. Abandoned towns follow. Dispossessed sharecroppers huddle beside their broken-down car which carries their meager possessions on and on in a futile search for a home and better living.

.....People Become Migrants

A weather-beaten box trailer is "home" for a family with six children. It is the only place they have to eat and sleep and live--to be born in and to die in. Yes, just on the road! Now, making the best of it, what they want is work -- any kind of work. Most families have young children. All are driving toward the sunset, looking for a new chance to live.

One stop they always make is in the irrigated Southwest. Here in this magic country surely there is a place for them! But machines do so much of the labor. There are a hundred men for every job. Some of these migrants are so undernourished that they are not strong enough to do the hard work in the fields. Wages for hand labor are low, so much of it is

done by women and children or by people of other nations. One small boy's fingers move constantly, even in his sleep. "Even while he is asleep," his mother tells you, "he thinks that he is picking peas!"

.....Meaning of Machines

All kinds of trouble to humans has been caused by the use of machines. Power farming is fascinating to watch. The giant new cotton-picker, not yet perfected, does as much work in 20 minutes as a man can do in 2 days. The angle-dozer rips stumps out of the ground, plunges through undergrowth with the ease of an army tank, and is capable of clearing an acre an hour. Then there is the corn-picker, the combine, the tractor -- the three have driven thousands of men off the farms of the Mid-west.

Machines are like pre-historic monsters, terrible in their possibilities. But they are also miracles of efficiency in producing the food and goods that sustain the human race. Men must master for the common good these machines which they have created. Unless the farmer uses the marvels of the power age to the advantage of all the people, he is not solving the problem. He is just adding to it.

There are thousands of cases where the Government has had to step in and help those farmers who have been unable to make some kind of adjustment to a new way of living.

.....Hope for the Future

The climax of the picture spells "hope," for it tells what farmers are doing toward a solution. Those who till the soil are meeting, thinking, and figuring. Six million farm families who were beaten almost every year during most of the twenties and the early thirties kept coming back for more. Now they have united in the greatest army for the defense of the soil that the world has ever seen. They have begun to control the acreage of soil-depleting crops, to adopt soil-building practices such as planting on the contour, strip cropping, and terracing. In a democratic way, they are moving toward the goal of permanent security for the people on the land and abundance for everyone.

Farmers have established an Ever-Normal Granary to store up crops so that the consumer as well as the farmer may be protected against scarcity and excessive prices. In this move they have applied the centuries-old plan of storing up reserves until a time of need. These supplies are proving a mighty weapon of war as feed for cattle, hogs, chickens, and dairy cows.

Farmers are now beginning to bring the machines under control -- to harness their power for the common good. And the soil is being built again, the face of the Nation made over, and America recreated into a land of hopeful security for the homeless wanderers as well as for you and for me. All of us have a stake in the land.

FACTS BEHIND THE PICTURE

1. Soil erosion, according to Soil Conservation Service, costs at least \$3,844,000,000 annually.
2. Erosion has destroyed one-seventh of our land.
3. Topsoil, which is necessary for plant life, is only 7 inches deep on the average over the United States -- often less than 5 inches, seldom more than 12. It takes at least 600 years--usually 1,000 years--to build an inch by natural means.
4. More than one-third of the land of the Old South -- 13 States comprising the Cotton Belt -- is seriously eroded. This land, with less than 30 percent of the Nation's area, has more than 60 percent of the Nation's soil loss.
5. The duststorm of May 11, 1934, moved an estimated 300 million tons of soil, equivalent to an inch of soil for 2 million acres.
6. Not counting cities, it is estimated that 45 percent of our land has been affected by sheet erosion.
7. Farm Security Administration officials in Denver estimate that 350,000 families left the Great Plains between 1930 and the beginning of 1939.
8. More than a million men, women, and children are migrants wandering from place to place trying to earn a living as farm laborers. Eighty-five percent of these migrants are native North Americans.
9. Normally, half of the farmers produce nine-tenths of the products. Millions of the other half -- men, women, and children -- are unable to earn a living in agriculture in normal times.
10. Some indication of how tractors have displaced horses and mules is shown in these figures:

In 1926, there were 20 million animals of working age; in 1938, there were only 13 million.

In 1930, there were 920,000 tractors on farms; in 1939, about 1,626,000. It is estimated that in 1950 there will be 500,000 more.

In Texas in 1920, there were only 9,000 tractors in farm use; in 1937, there were 99,000.

11. It is estimated that each tractor displaces from one to five tenant families.
12. In 1920, less than 5 percent of the wheat crop was threshed by the wheat combine--a combination harvester and thresher; in 1941, the portion so threshed was 50 percent. The two-row corn-picker can harvest an acre of corn four to five times as fast as by hand.
13. The new cotton-picker, when perfected, will do the work of 50 cotton pickers.

Facts Behind the Picture--Continued.

14. If what the farmer sells could be based on the average cost of what he buys, there would be a parity in prices, a fair relationship which can be represented by 100 percent. For 21 years, beginning in 1921, what the farmer sold was worth less than a dollar in purchasing power. In 1931 the value went as low as 30 cents. In other words, the price of what the farmer sold did not keep pace with the price of things he had to buy.
15. In 1940 there were 6 million farms, and of this number almost exactly half were full owners. In Iowa, which has the Nation's best farm land, less than half the farmers were full owners in 1940.
16. The Food Stamp Plan provides new annual markets for 60 million pounds of butter, 80 million dozen eggs, 275 million pounds of pork, and other products. During the year ending June 30, 1942, the Food Plan will have provided food for about 5 million members of public-aid families. More than 135,000 farmers, county and community committeemen elected by farmers themselves, plan and administer their AAA program.
17. The supply of wheat would last for 2 years at the present rate of consumption, even if not a blade were grown in 1942. We have about one-fourth of a full year's supply of corn, four times the normal amount we keep on hand. We have more than enough cotton stored to last an entire year even if no cotton were grown next year.
18. In 1941, more than 6 million farmers cooperated in soil conservation and soil building on about 80 percent of the total cropland in the Nation. Acreage in soil-depleting crops such as wheat, for which markets are restricted, is decreased, and acreage in soil-building crops such as legumes, grasses, etc., is increased. Farmers are also strip cropping, terracing, planting on the contour, and carrying out many other conservation measures that make for efficient production.
19. Increased goals are being set for food production on the farm. Large shipments are going abroad. This year we will be sending to England about one-third of our cheese, one-fifth of our evaporated milk, one-eighth of our eggs, and one-eighth of our pork and lard. As a whole, food shipments will represent 6 or 7 percent of our total farm production. Production of those foods most needed for human health will be greater than ever in our history.
20. America cannot win the war unless farmers direct all conservation efforts to two points:
 - (1) Boosting farm production this year.
 - (2) Building up soil resources so the United States can continue to be the larder of the United Nations even though the war be long. Thus the Allies will win the war and afterward win the peace.

SUGGESTED QUESTIONS FOR DISCUSSION

1. What is the thing which startled you most in "The Land"?
2. What in the picture do you feel you will remember longest?
3. Is there anything in the picture which made you angry? Why?
4. As a people, why did we permit such a thing to happen? Were we selfish?
Were we thoughtless? Did we know about it?
5. Why didn't the experts tell us about what was happening? Couldn't they
get the people to listen? Why are we like that?
6. Do you think that a movie is a good way to put the idea across?
7. Why is a third of the population undernourished in spite of the
abundance of food output?
8. Commercial production of wheat and other crops often requires a great
deal of land and capital. Does this mean the end of family-type farms
owned by the farmer himself? Does it help if farm equipment is owned
or operated cooperatively?
9. Do you think that the Government takes too much responsibility for
improving the soil and decreasing erosion? Too little?
10. What are we going to do with the millions of people who will not be
needed on the land?
11. Can you explain what is meant by parity? Is it fair to farmers? To
consumers?
12. Under what circumstances should we develop irrigated land, when it is
claimed that too much land is already being cultivated?
13. How does the film show the progress which is being made in solving the
farm problem?
14. Do you believe the Nation is getting its money's worth from conservation
payments? What improvements in the program can you suggest to get
better results?

SUGGESTIONS FOR DISCUSSION GROUP MEMBERS

1. Speak your mind freely.

The discussion meeting is yours—a chance for you to say what you think. Say it. Your ideas count. Here “everyone’s idea is worth just as much as everyone else’s, and a good bit more than some.”

2. Listen thoughtfully to others.

Try hard to get the other man’s point of view—see what experience and thinking it rests on. Remember: On almost every question there are three points of view—yours, mine, and the right one.

3. Keep your seat when you speak.

Whether you are group member or leader, don’t stand up to speak. The discussion meeting is not a place for speeches. Informality is the rule here.

4. Don’t monopolize the discussion.

Don’t speak for more than a minute or so at a time. Give others a chance. Dig for things that *matter*. Make your point in a few words, then pass the ball to someone across the circle. If discussion lags, help the leader put questions that will draw others out.

5. Don’t let the discussion get away from you.

If you don’t understand where it’s going, say so. Ask for examples, cases, illustrations until you *do* understand. Try to tie up what is being said with your own experience and with what you have heard and read.

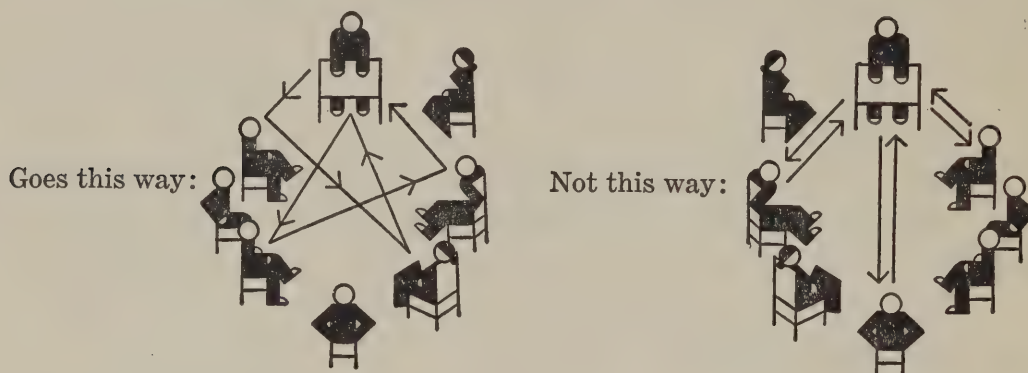
6. Indulge in friendly disagreement.

When you find that you’re on the other side of the fence from the discussion, say so and tell why. But disagree in a *friendly* way. There’s one truth that everyone’s after. Good-humored discussion leads part way there.

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WASHINGTON, D. C.

7. Strike while the idea is hot.

Don't wait for the leader to recognize you before speaking. If several want to speak at once, it's his job to grant the floor to one, give the others a chance later. Your ideal discussion—



8. Come to the discussion with questions in mind.

Make note of questions and points of disagreement that occur to you during advance reading or listening, and raise them during the discussion. Farm papers, the daily press, lectures, public forums, the radio, etc., are good sources for clippings and notes to be used at discussion meetings.

9. Go ahead from discussion to study.

Remember that discussion is just the first step—an important one, but still just a starter. If your thinking is stirred up by the discussion here, seek out materials for further study on the problems. Ask your County Agricultural Agent, Home Demonstration Worker, or State Discussion Leader about reference materials. Call on them, too, for help in organizing a county-wide discussion movement, training leaders, etc.

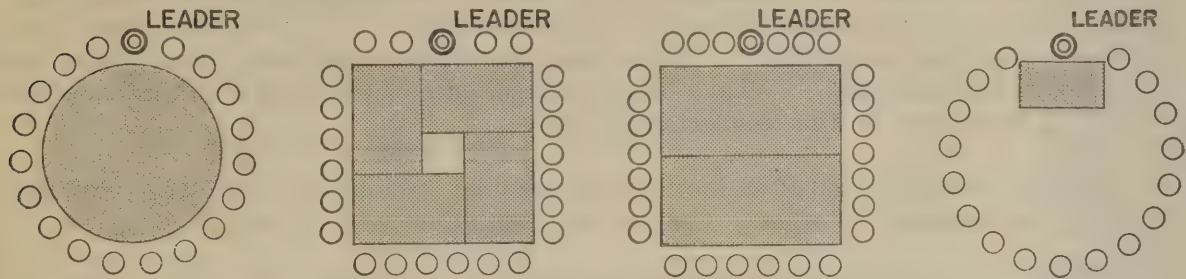
10. Why not group discussion at home?

All over the country farm men and women are gathering, often in farm homes, for discussion of public problems under local leaders. Some are using the best discussion and forum programs of the air as springboards for continuing discussion. Why not a neighborhood discussion group in your home?

SUGGESTIONS FOR GROUP DISCUSSION LEADERS

GETTING READY

1. Arrange group in circle, so each person can see every other person.
2. Provide table space, if convenient, for leader and entire group, as e. g.:

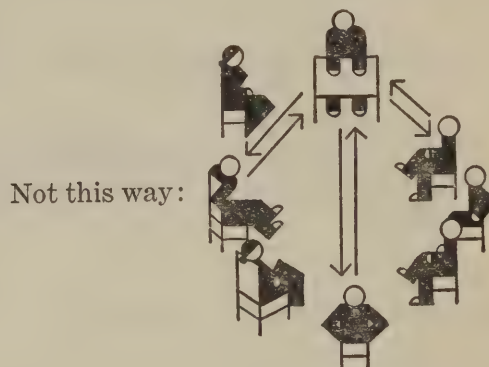
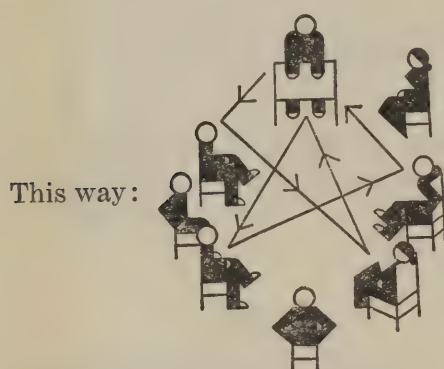


3. Let all stay seated during discussion, including leader. Keep it informal.
4. Start by making everybody comfortable. Check ventilation and lighting.
5. See that everybody knows everybody else. At first gathering go 'round the circle, each introducing himself. As a newcomer joins group later, introduce yourself to him and him to the group.
6. Learn names of all as soon as you can.
7. Have blackboard, chalk, and eraser ready for use in case of need. Appoint a "blackboard secretary" if the subject-matter and occasion make it desirable.
8. Start on time, and close at prearranged time.
9. In opening, emphasize: *Everyone* is to take part. If one single member's view fails to get out in the open, insofar the discussion falls short.
10. Toward this, emphasize: *No speeches*, by leader or group member. No monopoly. After opening statement, limit individual contributions to a minute or so.

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CARRYING ON

1. Make your own preparation for the discussion. Think the question through in advance. Aim to establish connections between ideas of background materials, and experience and ideas of group-members.
2. Aim at outset to get a sharply defined question before the group. Have three or four alternatives put on board if you think this will help: "Which do you want to start with?" "Is this question clear?"
3. In general, don't put questions to particular group-members, unless you see that an idea is trying to find words there anyway: "Mrs. Brown, you were about to say something." Otherwise: "Let's have some discussion of this question . . ." "What do some of the rest of you think about this?" "We've been hearing from the men. Now how do you women feel about this?" "What's been the experience of you folks up in the northern part of the State in this connection?" Etc.
4. Interrupt the "speech maker" as tactfully as possible: "While we're on this point, let's hear from some of the others. Can we save your other point till later?"
5. Keep discussion on the track; keep it always directed, but let the group lay its own track to a large extent. Don't groove it narrowly yourself. Try to have it



6. Remember: The leader's opinion doesn't count in the discussion. Keep your own view out of it. Your job is to get the ideas of others out for an airing.
7. If you see that some important angle is being neglected, point it out: "Bill Jones was telling me last week that he thinks What do you think of that?"
8. Keep the spirits high. Encourage ease, informality, good humor. Let everybody have a good time. Foster *friendly* disagreement. Listen with respect and appreciation to all ideas, but stress what is important, and turn discussion away from what is not.
9. Take time every 10 minutes or so to draw the loose ends together: "Let's see where we've been going." Be as fair and accurate in summary as possible. Close discussion with summary—your own or the secretary's.
10. Call attention to unanswered questions for future study or for reference back to speakers. Nourish a desire in group members for continuing study and discussion through skillful closing summary.

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Presents

TWO DOCUMENTARY FILMS

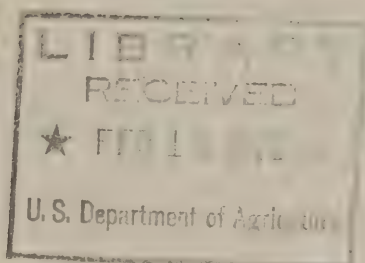
"THE LAND"

DIRECTED BY ROBERT J. FLAHERTY

and

"HARVESTS FOR TOMORROW"

DIRECTED BY EDGAR PETERSON II



DEPARTMENT OF AGRICULTURE AUDITORIUM

JUNE 13, 1941

"THE LAND"

*Directed by.....Robert J. Flaherty,
in collaboration with Frances H. Flaherty*
Commentary.....Russell Lord
Editorial supervision.....Helen van Dongen
Musical score.....Richard Arnell, composer
National Youth Administration Orchestra
Robert Hufstader, conducting
Contributing photographers
Irving Lerner *Charles Herbert*
Douglas Baker *Floyd Crosby, A.S.C.*
Narrator: Robert J. Flaherty

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THE DIRECTOR

Robert J. Flaherty, whose documentary films are known all over the world, traveled the length and breadth of America to get the feel of "The Land."

When he was commissioned by AAA to go to the basis of Agriculture and make a motion picture, he had been away from this country many years in explorations and film expeditions to remote corners of the earth. He was almost completely out of touch with our farm life. He undertook the assignment with the zest of a discoverer entering a new world and with the refreshing viewpoint of one who first sees for himself and then tells his story.

A native of Michigan, the son of a mining engineer, "Bob" Flaherty started his film career while exploring for industrial interests in the far North. His first effort was a picturization of Eskimo life. Fascinated by the possibilities of the movie camera, he returned to the Eskimos to make "Nanook of the North," and with its great success his future was set. Since then he has

continued to create film documents of people in their natural environment in various parts of the world, including "Moana" and "Tabu," made in the South Seas, and "Man of Aran," a picture of the struggle to live on the rocky Aran Islands, off the coast of Ireland. The latter picture received world-wide acclaim. It was followed by "Elephant Boy," filmed in the jungles of Mysore, India, after which he returned to England and directed various short documentary pictures. All of the Flaherty films are distinguished by their honesty and the care and feeling with which the stories are developed.

In his films, Mr. Flaherty has had almost constant collaboration of his wife, Frances H. Flaherty. When he started out to discover anew the agriculture of America, he again depended on her. She was with him on a substantial part of the trek over the country and helped him guide "The Land" to completion.

---*---

Story of "The Land"

The picture deals with the immensities of our agricultural resources, the strength that comes from the land, and the devastation that has been wrought on the land and on the people who till it. Erosion of soil and men, the impact of the machine, the tragedy of the migrants, the economic disparity under which the farmer labors, the richness of the land and the ruthlessness with which it has been used -- all these things are dramatized. Finally, the hope of a new world of abundance for all through man's mastery of his own machines is suggested, the beginnings of which are pictured in the Ever-Normal Granary, soil conservation efforts, and especially in the development of economic democracy for farmers. The characters are the people of America. What the camera eventually found provides the climax, not in the form of a solution, once and for all, but in an attitude of people and leaders confirming the fact that democracy is working rather than standing still and that a way is unfolding for permanent security on the land.

"HARVESTS FOR TOMORROW"

Directed by.....Edgar Peterson II
Photographed by.....George H. Ortlieb
Film editor.....Paul Burnford
Production assistants.... John L. MacDermid & Carl Walker
Editorial assistant.....Richard Attridge
Music composed and conducted by John Alden Finckel,
with members of the National Symphony Orchestra
Narrator: Frank Craven

---*---

THE DIRECTOR

In making "Harvests For Tomorrow" for AAA, Edgar Peterson II returned to an area - New England - he knew and appreciated. As a boy he had lived in New Hampshire, his college days were spent at Harvard. His attachment for the New England countryside lent added interest to the task of dramatizing the story of Northeastern soil - how it was formed, how it has been used, how it is being conserved. He collaborated with others in AAA on the script and spent several months on location putting the story on film. Mr. Peterson previously had been associated with films a number of years, having directed shorts for Government agencies and March of time.

---*---

Story of "Harvests For Tomorrow"

The narrative deals with the people of New England and their land, but it is more than a regional story for it will ring true to all who till the hilly lands of our country. It shows the toil of building a farm from the slopes and valleys of the region, the harvest of the fruits of the soil, and what happens when the richness is taken from the land and nothing is put back. It depicts the peace and tranquility and security that go with well-kept farms, and the tragedy of run-down farms. In the end it develops in an inspiring way the movement to rebuild croplands and pastures -- a movement that derives strength from a sturdy, purposeful people and the hope of abundant future harvests.

BIBLIOGRAPHY and RELATED MATERIAL:

(Several copies of each of the following are enclosed in the information packet which accompanies the film. Additional copies may be obtained from the U. S. Department of Agriculture, Washington, D. C.)

PRINTED MATERIAL:

1. G-109 -- Our Future Strength.
2. G-108 -- Defense of the Home.
3. PC-1 to 12 -- Producer-Consumer Series.
4. G-102 -- The AAA - What It Is.
5. G-98 -- Western Grass.
6. G-100 -- More Abundant Wildlife Through the AAA Program.
7. G-99 -- Agricultural Conservation Programs.
8. G-112 -- AAA Faces the Future.
9. SRAC-6 -- Conserving Soil Through the Farm Program.)
10. SRAC-7 Feeding Farm Folks.) For
11. SRAC-8 Helping Farm Families Help Themselves.) Southern
12. SRAC-9 Increasing National Income Through) States
the AAA Farm Program.)
13. SCS-293 -- Soil Conservation Districts for Erosion Control.
14. SCS -- Ten Billion Little Dams.
15. SCS -- The Work of the Soil Conservation Service.
16. SCS-411 -- Working Plans for Permanent Farms.
17. SCS-321 -- To Hold This Soil.
18. SCS-446 -- Publications and Visual Information on Soil Conservation
(May 1941)

CONSUMERS' GUIDE:

- "Look to the Soil."--April 15, 1940, page 3.
- "Conservation Question Box."--May 1, 1940, page 6.
- "Conservation Queries."--May 15, 1940, page 13.
- "Investing in a Better Living from the Soil."--June, 1940,
page 13.
- "It's Our Land."--July 1940, page 12.

VISUAL MATERIAL:

Movies: "Harvests for Tomorrow,"--the story of New England.
"A Heritage We Guard."
"Terracing in the Northeast."

Film Strips:

- No. 572--Corn Belt Farmers Fight Erosion.
- No. 426--Erosion Control in the North Atlantic States.
- No. 469--Erosion Control in the Southeast.

Slides: Write to the regional Soil Conservation Service office nearest you, explaining what you desire to show and the type of audience to be reached. They will be glad to make up and loan you sets suitable for your purpose.

Charts: A series of "How to do it" charts, as well as general charts, is available for loan at all regional offices of the Soil Conservation Service.

